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ABSTRACT

This guide is designed to provide teachers in King County, Washington, with a single resource for much of the information needed to help students with disabilities transition from school to adult life and to make informed employment decisions. It begins by providing an overview of federal and state regulations that affect students with disabilities during the transition from school to work. The guide describes two state agencies that help students with disabilities with the transition: the Division of Vocational Rehabilitation and the Division of Developmental Disabilities. The King County Developmental Disabilities Division and its functions are highlighted, including employment services in specialized industries, group supported employment, and individual supported employment. Community access services and special projects are highlighted. The Job Coach Model which provides job development, on the job training, long term follow-up, and replacement services in King County, is discussed. Quality indicators for supported employment vendors are listed and selection criteria for choosing a vendor is provided. The guide closes with a list of King County Developmental Disabilities Division Adult Services Contract Agencies. Attachments include a proposed plan for transition from school to adult life and a sample service delivery outcome plan. (CR)

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The Transition from School to Supported Employment:

Information for Teachers about Supported Employment and the Adult Service System

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Department of Rehabilitation Medicine
Employment Training Program.

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INTRODUCTION

In our society, your first job signifies the first major move away from the protection and dependency of childhood toward the maturity and independence of the adult world. It is a momentous event in the life of any adult; it can be even more dramatic for an individual with a developmental disability. Often the changes in roles are as confusing and difficult for the parents as they are for their child.

We at the University of Washington's Employment Training Program would like to take this opportunity to share some of the information that we have accumulated over the years. We hope it will provide some insight into the transition process that might be useful to you in the months ahead.

This guide draws on our 20 years of experience in placing people with developmental disabilities into individual supported employment. It is designed to provide teachers with a single resource for much of the information needed to help students and families make informed employment decisions in the months to come.

SUPPORTED EMPLOYMENT: WHAT THE LAW SAYS

Federal, State and Local government recognizes supported employment as a vital component in the broad spectrum of services provided for the vocational rehabilitation of people with disabilities. Each level has its own definitions, regulations, and process for providing these services. Funding is usually intricately interconnected between two and often all three levels of government. This interconnectedness is designed to create comprehensive services for people with disabilities, but also creates a confusing web of regulations and procedures that can appear daunting.

In an effort to help you navigate through these systems, we present this broad picture of the hierarchy of governmental agencies most likely to affect you and your son, daughter, or student during the transition from school to work.

Federal Regulations

Rehabilitation Act of 1973.The most significant federal law affecting adults with disabilities is the *Rehabilitation Act of 1973.* There have been many revisions since the act first passed. The 1992 Amendments to the Rehabilitation Act of 1973 included supported employment as an acceptable employment goal for habilitation agencies, and defined supported employment as: "competitive work in integrated work settings for individuals with the most severe disabilities for whom competitive employment has not traditionally occurred; or for whom competitive employment has been interrupted or intermittent as a result of a severe disability." Implementation of the Rehabilitation Act is primarily assigned to the U.S. Department of Education, which oversees the Office of Special Education and Rehabilitation Services (OSERS).

The Americans with Disabilities Act of 1990 (ADA). This act precludes discrimination on the basis of a handicap in virtually all public and private enterprises, and provides the remedies available under Title VII of the Civil Rights Act of 1964. This law is primarily enforced by the Equal Employment Opportunities Commission (EEOC) created by the Civil Rights Act.

The Individuals with a Disability Education Act (IDEA). IDEA supports, at the federal level, transition services for students in special education classes in public high schools. This law is primarily enforced through the U.S. Department of Education.

State Regulations

The section of the Revised Code of Washington (RCW) prohibiting discrimination in employment and education is RCW 49.60. The Washington Administration Code (WAC) which provides the rules and regulations for programs providing services to children with disabilities in public education is contained in Chapters 392-168, 171, 173 and 175.

County and Other Local Regulations

In addition to the State and Federal laws already mentioned, the City of Seattle has Seattle's Fair Employment Practices Ordinance (SMC14.04), and King County has the King County Fair Employment Ordinance (No.7340).

AGENCIES INVOLVED IN SUPPORTED EMPLOYMENT

The two state agencies that will be the most involved with your son's, daughter's, or student's adult services are the Division of Vocational Rehabilitation (DVR) and the Division of Developmental Disabilities (DDD). Both of these agencies are part of the State of Washington's Department of Social and Health Services.

At the local level, there are two new agencies that your child or student will become involved with as they move into the adult world. These are the King County Developmental Disabilities Division (KCDDD), in the King County Department of Community and Human Services, and the local Division of Vocational Rehabilitation. These agencies contract primarily with private, nonprofit vendors in the community that specialize in providing employment supports for people with developmental disabilities.

On the local level, KCDDD and DVR share responsibilities for vocational services for graduating students with developmental disabilities. DVR supports the initial services that require a more intensive daily investment of service, but over a limited time frame. These services include assessment, job development and placement, and on the job training until the person is considered stable in his new position.

The primary responsibility of KCDDD in employment services is to provide long-term follow up services for the length of the person's current employment. KCDDD also supports job development, placement, and on the job training at a new job, if the person loses their current job or chooses to change jobs. These are called replacement services.

THE DIVISION OF VOCATIONAL REHABILITATION

DVR becomes involved in transition services while the students are still receiving services from the public school system, typically during the student's last year of school (see Attachment A for a proposed Individualized Written Rehabilitation Plan process and a sample plan. The IWRP for students who are determined by the DVR counselor to be eligible for DVR services is completed prior to the student exiting school). Each high school in the state of Washington has a designated Vocational Rehabilitation Counselor. These VRC's make the initial contact with teachers and with the students preparing to exit, or graduate, from the public schools. The State DDD casemanager for employment services starts the paper work by referring those students eligible for transition services to DVR, along with any relevant reference material they may have, and a long term follow up agreement.

Informed Choice

In the DVR process, the participants (and their chosen representatives) are the decision-makers in any plan to achieve employment. The VRC and the vendor provide information about services about and service providers available to help a participant develop and implement the plan. The participant, VRC, and vendor act as a team to optimize an effective drive to employment. When members of the team disagree, negotiations should occur, including the involvement of family, advocates, and other DVR consultants when needed. Ultimately, participants have the option of taking their grievances to the Client Assistance Program (CAP) or requesting a fair hearing of the decision with which they disagree. This policy is known as Informed Choice.

Once a student is officially DVR eligible, the VRC recommends several agencies that are certified to provide the needed services. A list of King County agencies is included at the end of

this pamphlet. The participant, with the help of their chosen support person(s), contacts these agencies, interviews them, decides which one can best meet their needs, and reports their choice to the VRC. The VRC can also provide objective information about vendor services.

The VRC then arranges a joint meeting with the participant and the vendor. At this meeting, everyone reviews the participant's needs and preferences, and an employment plan is developed based on the DVR process for delivering services (see Attachment B). The purpose of the employment plan is to set well-defined goals that will lead the participant to employment. There must be some concrete measurement established to demonstrate that the goal has been met. These goals are to be completed within an established time frame. Frequently, short-term checkpoints are established within this larger framework, in order to review progress.

When all members of the team are satisfied with the plan, the VRC authorizes the services required. When the tem (participant, VRC, and vendor) agrees to the employment, everyone signs it. Within days, a service authorization for the vendor arrives. Now the stage is set to begin services.

More information about vendors in general, including a list of the agencies contracted by KCDDD to provide supported employment services and some suggestions on interviewing vendors has been included in this guide.

Services Supported By the DVR

DVR either provides employment services to individuals with disabilities or contracts with Community Rehabilitation Programs (CRPs) to provide the needed services. Often, CRPs are called vendors. The types of employment services that DVR typically supports are listed and defined below. We have included a description and explanation for each type of service.

Definition of Community Rehabilitation Program. The Washington State Division of Vocational Rehabilitation (DVR) defines a Community Rehabilitation Program (CRP) as an independent business entity that provides any of the following CRP vocational rehabilitation services for individuals with disabilities toward an actual employment outcome:

1. CRP Employability Evaluation Services. Assessment is a more familiar term. In this case, the kind of assessments vendors are asked to provide are situational and tied to specific questions the VRC, the participant, or the vendor want answered. These questions must relate to the participant's ability to work and are listed on the employment plan.

   The vendor usually conducts the assessment at a work site. The vendor teaches the participant tasks that will generate the information requested in the Employment Plan. Typically, the client is not paid during the assessment period. The vendor then analyses the information and reports the results to the VRC and the participant.

2. CRP Employability Preparation Services. The employment team may develop a plan for employability preparation if the client's available background information, in coordination with the participant's own wishes, indicates that some intermediate steps might improve success on the job. These services may include:
   Establishing a protective payee to promote financial responsibility,
   Obtaining chore services to help the individual living alone to maintain their household,
   Arranging mental health services for the participant,
   Arranging for the participant to attend classes in typing or computer skills.

3. Job Coaching Services. The DVR definition of job coaching services is "On-the-job occupational skills training by a DVR participant with a specific employer." This is probably the service parents and teachers most associate with vendors.

4. Job Placement Services. DVR defines job placement services as: "locating, obtaining, and/or retraining for a DVR participant, consistent with his/her vocational goal, when the participant is unable to perform these job placement functions on their own or with direct assistance by DVR staff.

Region 4 DVR Offices and Phone Numbers

Cherry Hill Building 1700 East Cherry, N46-5 Seattle WA 98122	(206) 720-3200 V/TTY (206) 720-3222 FAX
14360 SE Eastgate Way, N40-3 Bellevue WA 98007-6462	(425) 649-4241 (425) 649-4330 FAX
15811 Ambaum Blvd. SW, N44-2 Burien WA 98166	(206) 439-6530 (206) 439-6531 (206) 439-6511 FAX
1715 S 324th Place, N17-29 Suite 300 Federal Way WA 98003	(253) 872-2722 (253) 872-2955 FAX
12090 Central Ave South, N43-7 Suite 113 Kent WA 98032	(253) 872-2739 (253) 872-2950 FAX
723 SW 10thN17-17 Renton WA 98055	(425) 277-7100 V/TTY (425) 277-7191 FAX
12063 15TH Ave. NE, N17-11 Seattle WA 98125	(206) 368-4502 V/TTY (206) 368-4608 FAX

KING COUNTY DEVELOPMENTAL DISABILITIES DIVISION[1]

KCDDD contracts with the Washington State Division of Developmental Disabilities to provide day services for people with developmental disabilities at the local (King County) level. A board of King County residents, who volunteer their time and services to the agency, directs it. The King County Board holds public meetings the first Wednesday of every month, from 9:00 am to 11:00 am, in the Key Tower (700 Fifth Avenue, Suite 3800). Citizen participation is encouraged.

The primary responsibility of KCDDD in employment services is to provide long-term follow up services for the length of the person's current employment. KCDDD also supports the job development, placement, and on the job training for a new job if the person loses their current job, or chooses to move to a new one. These are called replacement services.

The County also partners with DVR to pay for initial placement services by providing DVR with some of KCDDD's funding. This allows DVR to gain additional dollars through a federal match, called a *Proviso*, dedicated to providing initial placement services for people with developmental disabilities. This partnership increases the dollar value of KCDDD funds expended, encourages outreach to persons not currently receiving services, and often speeds up the DVR eligibility process.

The King County Developmental Disabilities Division contracts for three different types of employment services in addition to contracting with vendors to provide community access services.

Employment Services

1. Specialized Industries. Specialized industries are more commonly called sheltered workshop employment. It is designed to hire persons with significant disabilities who would not otherwise be employed. Typically, this employment opportunity is developed through subcontract work that nonprofit agencies negotiate with private industries. The workers are usually paid on a piece rate basis. Piece rate is derived from the rate at which a unit of work would be produced against an industry standard. For example, if the normal production of a unit would be 10 units per hour at $8.00 per hour, each unit would then be worth $.80. If a worker produced 5 units, they would be paid 5(units) x .80 = $4.00. In order to pay by the piece at sub-minimum wage, agencies must comply with the Department of Labor standards and be certified.

2. Group Supported Employment (GSE). The employment of individuals with disabilities on community based sites in groups of no more than eight individuals is called group supported employment. By federal definition, the employment must be performed in locations where other persons without disabilities also work. The most common form of GSE is contract janitorial or landscaping work performed at business sites throughout the community through a subcontract with the employer agency. The service is designed to serve people with

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[1] For more information about KCDDD employment and community access services, contact:
King County Developmental Disabilities Division
Department of Human and Community Services, 700 Fifth Avenue, Suite 3800
Seattle, Washington 98104-5038,
Phone (206) 296-5214, TTY/TDD (206) 296-5238 Fax (206) 296-5260
Website http://www.metrokc.gov/dchs/ddd/3.htm

significant disabilities who need direct supervision and training to sustain employment. Individuals are paid according to industry standards relative to their productivity rate. The productivity rate is established by assessing the individual in performing an amount of work, which is compared with an industry standard. For example, if 100 square feet of flooring can be cleaned in an hour at $8.00/hour, a worker who took 1.5 hours to complete the task would be assessed as having a 67% production rate. The hourly wage would be $8.00 x .67 = $5.36. The worker would then be paid this wage until the next assessment, which is legally mandated to take place every 6 months.

An enclave is another form of GSE. In this arrangement, a business hires a group of workers with disabilities to work as a unit within the business. The same rules of pay as above apply to this situation.

3. Individual Supported Employment. This program supports competitive employment for individuals with disabilities in integrated business settings, for comparable wages, typically within the community. Agencies develop or locate jobs, place individuals in those jobs, provide training on the job site, and supply follow-up technical assistance to the individual and business as required to maintain employment.

Community Access Services

Community access services began as part of the community-based, inclusionary trend of recent years. Community access services assist people with disabilities to gain access to community activities in which people without disabilities also participate. These services may include planned activities, special assistance, advocacy and education that is individualized to address the growth and interaction needs and desires of persons with disabilities. Individuals are assisted in identifying their own interests and exploring their community in personally meaningful ways.

Contracted community access programs "promote greater involvement in the community, and focus on "personal preference, independence, behavior change, bridge building, life enrichment, and use of generic facilities and resources." Community access services can also act as pre-employment training to build job skills, or offer companionship and respite for other care providers. Community access includes many elements of community life ranging from socialization, recreation, or volunteer work to life skills such as grocery shopping. Many individuals, after learning how to utilize a variety of public services, such as access transit or Metro transit, may not need structured community access programs.

Special Projects

KCDDD also funds special projects. On one such project, the Individual and Family Empowerment Project, helps individuals with disabilities in King County find employment. It puts choice and control of resources in the hands of the individuals and families. With assistance from project staff, each individual, along with at least one family member or other significant support person, develops an individual plan. He or she will have one-time county funds available to spend on whatever is needed to meet his or her employment goals: training, job development, on-the-job support, or equipment. For information about the Individual and Family Empowerment Project, contact the Washington Initiative for Supported Employment (WISE) at (206) 343-0881.

VENDORS

Students with developmental disabilities transitioning from school into employment are often most successful with vendors that offer the full array of supported employment services. In King County, such services are generally based on some variation of the Job Coach Model and are expected to provide job development, on the job training, long term follow-up, and replacement services. Vendors are also expected to facilitate the development of natural supports at the work site.

The Job Coach Model

The key elements of a job coach model are:

1. One-on-one Training. Vendor staff members provide services to the participant on a one on one basis. These staff members are generally called job coaches, employment specialists, job trainers, or employment coordinators.

2. Job Development. The employment specialists are responsible for finding a job that meets the participants needs, preferences, and skill level. Your child or student should be able to visit the proposed site and accept or reject employment there. The more flexible your child or student can be about job location, hours, or tasks, the more likely that they will quickly find a good job match. It is important to discuss with the VRC and the employment specialist which aspects of the job description about which you can be flexible.

3. On the Job Training. Before the participant begins the job, the employment specialist will observe or perform the tasks the participant will need to learn. Often they develop a list of the steps required to perform each task. They may also pinpoint some possible trouble spots, or organize the way the participant will perform their job on a daily basis. This is called *task analysis and job structuring.*

   Once the participant begins the job, the job coach is responsible for teaching the person to perform their daily tasks to the speed and quality standards of the work place. They also make sure the participant is meeting all their other work related obligations, such as arriving to work on time, interacting socially with coworkers and supervisors in an appropriate manner, and meeting the grooming standards of the work place. The employment specialist will also develop strategies for problem solving, such as appointing one coworker as a reference person when questions arise.

   During this initial training period, the employment specialist will also will make sure that the participant can get to and from work independently, and that lines of communication are set up between the work site and the home. The participant should be as responsible for these links as their skill level will support.

4. Natural Supports. Employment specialists use a set of training strategies called *natural supports* to ensure that neither the participants nor their coworkers become too dependent on the presence of the employment specialist. Some of the aspects of developing natural supports include:
   - Helping coworkers and supervisors relate to their new team member. As quickly as possible, supervisors are asked to assume their characteristic role of teaching and overseeing work performance. Some agencies prefer to discuss needed employment supports with coworkers before the participant begins the job.

- Using rewards or consequences drawn from the standard procedures used for all employees.
- Using the needs of the individual to determine the level of trainer support. When participants operate at their optimum level of independence from the very first day, patterns of self-reliance are more readily established.
- Fading as quickly as possible (see below). However, before the job coach begins leaving, she should observe that there is a comfortable rapport established between the participant and the coworkers.
- Consulting with the work place to help the employer trouble shoot any problems that arise, and providing on-site intervention during complex or crisis level situations.

5. Fading. Once the participant can perform their tasks to the quality and speed standards of the work place, the job coach begins to leave the job site for increasingly longer lengths of time. This process is called *fading*. By fading slowly, the participant can increase the time they work independently, allowing them to build confidence on a series of small successes.

6. Long term follow-up. After the individual is fully independent and the placement is considered stable, the job trainer continues to contact the worksite, but at increasingly greater intervals of time between contacts. This continues throughout employment and is called long term follow-up or follow-along.

   As part of their contract with KCDDD, vendors are also expected to advocate for the same benefits such as raises, vacation time, and sick leave, as are received by coworkers. They may also advocate for promotions or acquiring new tasks requiring greater levels of skill and responsibility, if the participant expresses interest in this. If the participant loses his job, the vendor must offer replacement services or help coordinate alternative services at the request of the participant

Quality Indicators for Supported Employment Vendors[2]

Supported employment services for people with developmental disabilities have evolved rapidly over the last quarter century. Today, there is general agreement on the underlying values which foster quality services. Vendors demonstrate their support of these values, and strive to provide quality services, by including key elements in their services. We call these key elements quality indicators.

Programs with contracts or agreements from government agencies such as the Division of Developmental Disabilities (DDD) or the Division of Vocational Rehabilitation (DVR) will be required to meet the standards of those agencies in order to receive funding. These standards typically incorporate many of the indicators listed below.

Vendor develops job opportunities that incorporate the stated needs and expectations of the individual client with the values and expectations of the community at large.

- Clients work in an integrated setting, with opportunities to socialize with co-workers both during and after work.
- Vendor assures salary commensurate with others at work site doing comparable work.
- Vendor finds jobs that offer benefits, the possibility of advancement, and pay increases.
- Vendor training strategies promote independent job performance.
- Vendor ensures that employer provides all necessary supervision.
- Vendor draws on resources at the job site to develop appropriate supports for the individual client.
- Vendor adjusts level of direct support to needs of specific client, readjusts level of support when client's needs change.
- Vendor can demonstrate a history of placements in a wide range of job types, salaries, and hours.
- Vendor can demonstrate a marketing strategy that operates over a wide network of businesses, both public and private.
- The client is advised of the current market trends when making employment decisions.

Services promote a dignified, respectful image of adults with developmental disabilities to the community at large.

- Vendor's promotional material presents a positive image of a person with a developmental disability as a valued employee.
- Employment Specialists provide a positive role model for interacting with a person with a developmental disability in both public and private situations.
- Vendor requires Employment Specialists to adhere to guidelines for acceptable behavior. Policies stipulate consequences for unacceptable behavior.
- Vendor provides training and education in values based services and provides incentives for Employment Specialists to attend.
- Training techniques, attitudes, and motivators are age appropriate unobtrusive, and compatible with client's specific work environment.
- Vendor has a reputation for supporting inclusion of people with a developmental disability in all arenas of community affairs.

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[2] Adapted from: Nisbet, J. & Hagner, D. (1988). Natural supports in the workplace: A reexamination of supported employment. Journal of the Association for Persons with Severe Handicaps, 13(4), 260-267

- Vendor' s mission statement reflects this perspective.

Services clearly provide opportunities for client choice, for client participation in decision making, and for lodging and arbitrating client complaints.

- Vendor listens and responds to the expectations of the individual client.
- Vendor elicits and is open to, job leads from the client and members of their support group.
- Decisions concerning the type of job pursued, location of job, hours/week, days worked, shift worked, pay range, etc. are made with direct input from the client and their designated representative.
- Changes in any of these decisions are made with direct input from the client and their designated representative.
- Client has an opportunity to view a potential job and accept or reject it.
- Vendor has an established procedure to address complaints and arbitrate disagreements.
- Vendor cooperates and interacts with a wide variety of community based employment providers.

Vendor individualizes services to the stated and assessed needs, interests, and abilities of their client with a developmental disability.

- Vendor provides services in a timely fashion.
- Vendor creates a unique service plan for each client.
- Vendor respects and encourages client choice and participation. These priorities are clearly stated in the vendor's policies and procedures.
- Vendor can provide assessments of the client's specific skill level, in real work situations, as appropriate.
- Vendor's tracking system differentiates and offers services in 5 main service areas: assessment, job development, placement, on-the-job training, and follow-up (including job replacement).
- Vendor can offer multiple payment options and help coordinate the best option for the individual client.
- Vendor works with individuals with a wide range of abilities.
- Vendor's caseload reflects the cultural, economic, and ethnic diversity of the community they serve.

The vendor's organizational structures and procedures should reflect their awareness of valued services.

- Vendor has an advisory board that includes employers, people with disabilities, parents/family members of people with disabilities and representatives of a variety of ethnic and cultural backgrounds.
- Vendor has a written Mission Statement that reflects the idea that people with disabilities, from all ethnic and cultural backgrounds, have a right to integrated, community-based employment when they can do the work.
- Vendor maintains a tracking system for employment outcomes and reviews it frequently.
- Vendor is involved with students before graduation from high school (IEP's, transition planning, etc.).
- Vendor encourages employers to provide evaluations of worker's performance and feedback on vendor's employment procedures.
- Vendor offers in-service training for parents, families, and interested persons.

- Vendor's offices are wheelchair accessible and can be readily reached by car (van) or bus.
- Vendor has access to specialized services necessary to accommodate cultural and ethnic diversity, such as interpreters.
- Vendor has established outlets for outreach to ethnic and culturally diverse communities.

CHOOSING A VENDOR

Parents, teachers, or home support counselors usually become the spokesperson for the participant while choosing a vendor. It is useful for parents to get together with their son/daughter, and perhaps their DVR counselor, to determine the types of services that the young adult wants and needs from a vendor.

Some questions to ask your child or student and yourself.

- Are you looking for part time or full time employment?
- What areas of the county are you willing to travel to? What type of transportation will you be using?
- What kind of benefits do you want, need?
- Do you prefer to wait in order to find the best possible job match, or is it more important to start work quickly?
- Will you require long-term follow up? Are there other alternatives to agency support that could assist you?
- Can you, or another person in your support community, provide job leads or participate in some of the employment activities?

Other questions, which will become important later in the job development process, include:

- How much money do you need to make?
- How do you manage multiple tasks?
- Which area(s) represents your greatest strength: quality, speed, or cooperation with others?
- Can you work independently? Do you need supervision to work continuously and problem-solve adequately?
- Can you be successful at a job that relies primarily on physical strength? Some academic skills? Some fine motor skills?
- How important are social contacts at work to you? Is socializing likely to interfere with your work performance?

Making Contact

Now that you have your general outline of the services that you are looking for, and some questions you want to ask the agency, you are ready to make contact. Your VRC will give you two or three vendor references. You may also choose to contact additional vendors. We have included a list of vendors with KCDDD contracts in this pamphlet .

You may choose to either interview over the phone or ask for a meeting. If you are interviewing over the phone, remember to give the vendor some information about who you are, who you represent, and where you are in the job-seeking process (i.e. Are you signed up with DVR? Did a DVR agency recommend the vendor?). You can let them know you have a list of questions, so that they understand that you are prepared for this situation and you have your own agenda. Be sure you have a pencil and paper to take notes.

Once you have gathered your information, you can go over it with your child or student. You may want to make a chart together, with headings for each of the agencies and a column for Pros and Cons under each heading. This should provide a way to compare each agency and decide which agency is best for you. If you need additional information, don't hesitate to call back and find out what you need to know.

When you have made your decision, let your VRC know your choice. Your VRC can then arrange a meeting with you, your child, an agency representative, and the VRC. Now the serious business of finding employment can begin.

KING COUNTY DEVELOPMENTAL DISABILITIES DIVISION ADULT SERVICES CONTRACT AGENCIES
Effective January 1998

ORGANIZATION/CONTACT	ADDRESS	PHONE	SERVICES
ARC OF KING COUNTY Tim Hornbecker, Executive Director	10550 Lake City Way NE, Suite A Seattle, WA 98125-7752	(206) 364-1613 x 27 Tim's	Consumer guidance & assistance; parent coalition and parent training.
CENTERFORCE Tracy Kahlo	10107 S. Tacoma WA, Suite A-3, Tacoma, WA 98499 *OR* 859 Industry Dr. Tukwila, WA 98188	(253)251-8970 (800)244-4597	Group supported employment & individual employment
COMMUNITY ACTIVATORS Gina Gross, Coordinator	PO Box 328 Vashon, WA 98070	(206)463-3666 (206)463-6311 fax	Special projects
COMMUNITY ENTERPRISES OF ISSAQUAH Michael Bainbridge, Executive Director	690 NW Juniper Avenue Issaquah, WA 98027	(425)392-1812 (425)392-3301 fax	Specialized industries, group supported & individual employment, community access
COMMUNITY TRADES AND CAREERS Lisa Hanks, Executive Director	17962 Midvale Ave N, Suite 232 P.O. Box 7368 Shoreline, WA 98133	(425)745-5610 (206)542-8605	Individual employment & community access services
CUSTOM INDUSTRIES Michael Bainbridge, Director	15155 Bellevue-Redmond Road Bellevue, WA 98007	(425)643-0234 (425)644-6922 fax	Specialized industries & group supported employment
EASTSIDE ADULT DAY CENTER Jan Nestler, Executive Director	12831 – NE 21st Place Bellevue, WA 98005	(425)867-1799 (425)881-8578 fax	Child development & specialized industries
EASTSIDE EMPLOYMENT SERVICES David Schlesinger, Director	1601 - 116th Ave. NE, Suite 102 Bellevue, WA 98004	(425)453-0676 (425)453-0338 fax	Individual employment
EPILEPSY ASSOC. OF WESTERN WA. Yolanda Larson, Executive Director	3800 Aurora Ave North, Suite 370 Seattle, WA 98103	(206)547-4551 (206)547-4557	Consumer guidance & assistance, community support project, & special projects

ORGANIZATION/CONTACT	ADDRESS	PHONE	SERVICES
HIGHLINE COMMUNITY COLLEGE, DISTRICT 9 Judy Luther, Coordinator, Programs for the Handicapped	P. O. Box 98000, MS 20-1 Des Moines, WA 98198-9800	(206)878-3710, x 3349	Individual employment & community access
IAM-CARES Carol Salter, Area Program Director	9125 - 15th Place So. Seattle, WA 98108	(206)764-0454 (206)764-0452 fax	Individual employment
INDEPENDENT EMPLOYMENT SERVICE Jim Brady, Executive Director	4634 E. Marginal Way, Suite 103 Seattle, WA 98134	(206)763-9298 (206)763-9593 fax	Individual employment
INDUSTRIAL SKILLS Pamela Aldridge, Acting Director	911 Battersby Street P. O. Box 619 Enumclaw, WA 98022	(253)852-3650 (253)852-3651 fax	Specialized industries & individual employment
LIGHTHOUSE FOR THE BLIND George Jacobson, Director	2501 South Plum Street Seattle, WA 98144	(206)322-4200 (206)329-3397 fax	Specialized industries & group supported employment
MOBILE CREW SERVICES Junior Maynard, General Manager	202 South Mead Seattle, WA 98108-2438	(206)762-2112 No FAX	Group supported employment & transportation
NORTHWEST CENTER FOR THE RETARDED Jim McClurg, Director	1600 West Armory Way Seattle, WA 98119	(206)285-9140 (206)286-2300 fax	Specialized industries, group supported employment & individual employment
O'NEILL AND ASSOCIATES Candace O'Neill, Director	101 Stewart, Suite 1100 Seattle, WA 98101	(206)269-0232 (206)269-0302 fax	Individual employment & special projects
OLYMPUS ELECTRONICS August Dailer, Director	206 SW 112th Street Seattle, WA 98146	(206)243-2561	Specialized industries
PUGET SOUND PERSONNEL SERVICES Sara McIlvaine, Director	1808 Richards Road, Suite 120 Bellevue, WA 98005-3944	(425)562-1231	Individual employment
RIOS EMPLOYMENT & CONSULTING SERVICES INC Barbara Doty	PO Box 7404 Bonney Lake, WA 98390	(253)891-8463	Individual employment
SEATTLE CENTRAL COMMUNITY COLLEGE Katie Douglas, Program Director	1701 Broadway, 2NP101 Seattle, WA 98122	(206)587-3813	Individual employment
SEATTLE MENTAL HEALTH INSTITUTE Paul Eisenhauer, Operations Director; Community Support Services	1600 East Olive Street Seattle, WA 98122	(206)324-2400 (206)324-9433 fax	Individual employment

ORGANIZATION/CONTACT	ADDRESS	PHONE	SERVICES
SENIOR SERVICES OF SEATTLE/KING COUNTY Terry Kimball, Deputy Director	1601 Second Avenue, Suite 800 Seattle, WA 98104	(206)448-5757	Child development & specialized industries
SHORELINE COMMUNITY COLLEGE John Elmer, MSSW, CP Program Dir;	16101 Greenwood Avenue N Seattle, WA 98133	(206)546-5832	Community access
SKCAC INDUSTRIES Bob Swartout, Executive Officer	19731 Russell Road South Kent, WA 98032	(253)395-1240	Specialized industries & group supported employment
S.L. START Ken Kuhta	18120 Bothell Way NE, Suite A2 Bothell, WA 98011	(425)485-0880	Individual employment
SOUND EMPLOYMENT SERVICES Carole Holleman, Executive Director	709 NE Northlake Way Seattle, WA 98105	(206)634-3459	Individual employment
TRILLIUM Trish Borden, General Manager	P. O. Box 206 Auburn, WA 98071-0206	(253)735-1553	Individual employment
TURNER ASSOCIATES Lisa Turner, Director	10032 Sand Point Way NE Seattle, WA 98125	(206)524-5751	Community access
UNITED CEREBRAL PALSY OF KING-SNO COUNTIES O.R. Elosson, Executive Director	14910 - 1st Ave NE Seattle, WA 98103	(206)363-7303	Specialized industries, group supported & individual employment, community access
UNIVERSITY OF WASHINGTON REHABILITATION MEDICINE Pat Brown, Program Director	Employment Training Program CHDD Box 357920 Seattle, WA 98195-7920	(206)543-6387	Individual employment
VADIS NW Chris Christianson	1701 Elm Sumner, WA 98390	(253) 863-5173	Group supported employment & individual employment
WA COALITION OF CITIZENS WITH DISABILITIES Karen Brekke, ,Acting Director	4649 Sunnyside Ave., N., Suite 100 Seattle, WA 98103-6900	(206)461-4550	Consumer guidance & assistance
WASHINGTON STATE EMPLOYMENT SECURITY Ed Clark, Administrator, Job Connection	2531 Rainier Avenue South P.O. Box 22510 Seattle, WA 98122	(206)721-5987	Individual employment
WASHINGTON INITIATIVE FOR SUPPORTED EMPLOYMENT (WISE) Leslie Smith, Executive Director	83 South King Street, Suite 410 Seattle, WA 98104.	(206)343-0881	Special projects

ORGANIZATION/CONTACT	ADDRESS	PHONE	SERVICES
WORK OPPORTUNITIES, INC. Phillip McConnell, Executive Director	6515 - 202nd Street SW Lynnwood, WA 98036- 5998	(425)778-2156	Specialized industries

Attachment A

TRANSITION FROM SCHOOL TO ADULT LIFE: PROPOSED IWRP PROCESS

ACTIVITY	PURPOSE	DATE
Introduction and orientation to DVR	To give information to students in a large group setting, answer initial questions, and hand out release of information forms to be signed by the parents.	At the school in September or early October
Information exchange	Upon return of the release of information forms, school sends all appropriate records to the DVR counselor.	DVR counselor receives records by late October.
Individual DVR counselor/student meetings.	DVR counselor meets individually with students to determine future plans and gauge students awareness of their disability. For students under 18, the parents should be present since applications are usually taken at the end of this meeting.	May be scheduled at the school or at the DVR office during November/early December.
DVR counselor adds completed applications to his/her caseload	Putting applications on-line and completing required paperwork.	Completed in January
Students complete financial aid form	In order to receive services from DVR, students (and their parents) must complete the financial aid form available from the school counseling center.	Completed in late January/February
DVR counselor, student, and parent (as appropriate) meet.	Students must come to this meeting with a completed financial aid form. The purpose of this meeting is to write the IWRP.	Mid-spring (March/April/early May)

Attachment A

DIVISION OF VOCATIONAL REHABILITATION
REHABILITATION PLAN

Name: **SSN:**
Staff Assigned:
Plan Number: 1
Vocational Goal: Forklift Operator

This rehabilitation plan, based on vocational assessment, includes die intermediate objective(s) and planned services necessary to attain your vocational goal. To help you attain your employment outcome, you will be provided essential counseling and guidance. If plan amendments are needed in the future, they will be jointly developed with you.

[redacted]

Facility/School Name: Goodwill Industries

Specific Primary and Support Service	Start Date	Finish Date	Total Service Costs	Cost to Others*	Cost to DVR
Short-term work skill building at Goodwill paid by DVR.	09/11 /1997	10/30/1997	$600.00	$0.00	$600.00
* None $0.00					

Criteria for evaluating progress and outcome:
_____ agrees to attend training daily unless ill.

[redacted]

Facility/School Name: Goodwill Industries

Specific Primary and Support Service	Start Date	Finish Date	Total Service Costs	Cost to Others*	Cost to DVR
Counseling and guidance by DVR. Referral to Goodwill for job Development paid by DVR.	09/11/1997	09/30/1998	$525.00	$0.00	$525.00
* None $0.00					
Transportation for purchase of bus pass at $25.00 per month paid by CPS or DVR.	09/11/1997	09/30/1998	$300-00$	300.00	$0.00
*CPS $300.00					
Clothing for job search and employment paid by DVR.	09/11/1997	09/30/1998	$ 150.00	$0.00	$1150.00
* None $0.00					

Criteria for evaluating progress and outcome
_____ agrees to maintain at least weekly contact with Jack at Goodwill and twice monthly contact with DVR.

[redacted]

Facility/School Name: TASC

Specific Primary and Support Service	Start Date	Finish Date	Total Service Costs	Cost to Others*	Cost to DVR

*Comparable services and benefits

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DIVISION OF VOCATIONAL REHABILITATION
REHABILITATION PLAN

Name: **SSN:** -
Staff Assigned:
Plan Number: 1
Vocational Goal: Forklift Operator

Outpatient counseling at TASC paid by CPS. TASC $1,200.00	09/11/1997	09/30/1998	$1,200.00	$1,200.00	$0.00
#AM agrees to remain drug free and attend at least 1-2 AAINA meetings per week. * ANNA 40.00	09/1111997	09/3011990	$0.00	$0.00	$0.00

Criteria for evaluating progress and outcome:
_____ agrees to remain drug free and attend meetings as outlined.

*Comparable services and benefits

Attachment A

DIVISION OF VOCATIONAL REHABILITATION
REHABILITATION PLAN

Name: **SSN:**
Staff Assigned:
Plan Number: 1
Vocational Goal: Forklift Operator

[redacted]

_____ agrees to the terms and conditions of our rehabilitation plan.

[redacted]

Total Service Costs	Cost to Others	Cost to DYR
$2,775.00	$1,500.00	$1,275.00

Financial statement completed: ☐ Yes ☐ No

[redacted]

Source	Start Date	Finish Date	Monthly Amount	Total Amount
Family and Friends	09/11/1997	09/30/1998	$300.00	$3,600.00

Your resources, together with the Division of Vocational Rehabilitation, community resources, and comparable services and benefits have been explored and reviewed, and the results are incorporated in this plan. The services outlined in this plan will be provided based on available funds and facilities. There is a reasonable expectation that the jointly developed plan will assist you to achieve your vocational goal. Continuation of this plan will be contingent on you making satisfactory progress, consistent with the objective evaluation criteria contained in this plan. Progress towards your vocational goal will be reviewed at least every 90 days. The responsibilities and obligations for each service, together with terms and conditions, are fully reviewed by the Undersigned.

PARTICIPANT COMMENTS			☐ Post Employment Services (FES) needs and Client Assistance Program (CAP) have been reviewed with participant.	
Review dates			VRC Signature	Date
Participant/Parent/Guardian Signature		Date	Supervisor Signature	Date

*Comparable services and benefits

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Attachment A

DIVISION OF VOCATIONAL REHABILITATION
REHABILITATION PLAN

Name: **SSN:**
Staff Assigned:

[redacted]

CRITERIA OF ELIGIBILITY FOR REHABILITATION SERVICES

You are eligible for vocational rehabilitation services when it has been determined that:

1. You have a physical, mental, or sensory Impairment which for you constitutes or results in a substantial Impediment to employment;
2. You can benefit in terms of an employment outcome from vocational rehabilitation services; and
3. You require one or more primary vocational rehabilitation services to achieve your employment outcome.

CRITERIA OF ACCEPTANCE FOR EXTENDED EVALUATION SERVICES

You are eligible for extended evaluation only when it has been determined that:

1. You have physical, mental, or sensory impairment which for you constitutes or results in a substantial impediment to employment and
2. Your ability to benefit from vocational rehabilitation services in terms of an employment outcome is questionable due to the nature and severity of your disability.

CRITERIA FOR IMPLEMENTATION AND CONTINUATION OF THE INDIVIDUALIZED WRITTEN REHABILITATION PROGRAM (IWRP)

YOUR COUNSELOR'S RESPONSIBILITIES

1. Work with you to jointly identify and Implement changes to your program.
2. Provide ongoing counseling and guidance and follow-up services to ensure completion of the program insofar as possible.
3. Review this program with you, at least quarterly to make sure that progress is being made.
4. Work with you In a professional and ethical manner consistent with DVR policy.

YOUR RESPONSIBILITIES AS A PARTICIPANT

1. Make all reasonable efforts to reach the intermediate objectives and vocational goal.
2. Request and obtain pre-authorized approval from your counselor rot any additional services or changes to this program.
3. Maintain satisfactory progress as contained In the evaluation criteria for your program.
4. Maintain contact with the counselor to report progress in the program, including providing copies of grades and transcripts and immediately reporting change of financial and/or living circumstances.
5. Keep all appointments with your counselor and other scheduled aspects of the program.
6. Cooperate and follow through with medical and other professional instructions.
7. Use all comparable services and benefits Including student financial aid as specified by this program.
8. Notify your counselor when employed and provide details or employment.
9. You are expected to participate in periodic and annual reviews of the program.

YOUR RIGHTS AS A PARTICIPANT

1. You are to be fully consulted regarding any significant changes to your program.
2. You may discuss a problem or grievance with the counselor or the counselor's supervisor at any time.
3. If at any time you am dissatisfied with any decision made by DVR, you have the right to an administrative review and/or a fair hearing (CFR 361.48). Services contained in this rehabilitation program cannot be terminated during the appeal process.
4. You are to be advised of the Client Assistance Program.
5. You are to be provided the opportunity to participate in an annual review of any ineligibility decision.
6. Title VI of the Civil Rights Act of 1964, Washington State laws, and DSHS policy prohibit discrimination based on the grounds of sex, race, creed, color, national origin, religion, sexual orientation, disabled veteran status, Vietnam Era veteran status, disability, or age.
7. All information DVR obtains about you is voluntary but necessary to accomplish your rehabilitation and will be kept confidential. Information will only be released with your permission to others involved in your rehabilitation (CFR 361.49(a)(3)(I-v).

CHANGE AND TERMINATION OF THE PROGRAM

Your jointly developed program does not represent a legal obligation for DVR and is subject to change on the basis of changing circumstances and new information. It may be terminated and you may be declared Ineligible on the basis of finding that you can no longer benefit from DVR services or no longer require primary DVR services to achieve an employment outcome. If information you provide to DVR is found to be false or incorrect this may be grounds to suspend or terminate your program.

*Comparable services and benefits

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DIVISION OF VOCATIONAL REHABILITATION
COMMUNITY REHABILITATION PROGRAM (CRP)

SERVICE DELIVERY OUTCOME PLAN

DVR PARTICIPANT	SOCIAL SECURITY NUMBER	COMMUNITY REHABILITATION PROGRAM (CRP)
John Q.	123-45-6789	ABC Rehab Inc.

AFP NUMBER	OVERALL TIME LINES	STAFFING INTERVALS
1-000000	From: 7/18/97 To: 9/18/97	Every two weeks at the DVR office on Tuesdays

Service Category: (check one per plan)

☐ Employability evaluation ☐ Employability preparation ☐ Job coaching ☐ Job placement ☐ Extended support services

NUMBER	EXPECTED OUTCOME	PARTY RESPONSIBLE	PURCHASE AND PAYMENT CRITERIA	COST
#1	John will learn the employer's computerized inventory data information system to a level of performance acceptable to the employer as meeting this industry's standards for competitive employment. It is expected that the CRF will provide the DVP, VRC and John with a written progress report on a weekly interval throughout this plan and immediately notify the VRC of any problems requiring consideration for an amendment or possible termination of this plan.	Allen/ABC Rehab Inc.		

PARTICIPANT SIGNATURE DATE	CRP SIGNATURE DATE	DVR SIGNATURE DATE	TOTAL
John Q. 7/12/97	Allen 7/12/97	Lee Ruddy 7/12/97	